DOCUMENT RESUME

ED 380 020 HE 028 135

AUTHOR	Frye, Billy E.; And Others
TITLE	Choices & Responsibilty: Shaping Emory's Future. A Report from the Provost.
INSTITUTION	Emory Univ., Atlanta, Ga.
PUB DATE	94
NOTE	50p.
PUB TYPE	Reports - Descriptive (141) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120) -- Collected Works - General (020)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	College Faculty; College Instruction; College Role; Educational Facilities; *Educational Trends; *Futures (of Society); Higher Education; Interdisciplinary Approach; Long Range Planning; *Organizational Objectives; *Research Universities; School Community Relationship; *School Responsibility; Theory Practice Relationship
IDENTIFIERS	*Emory University GA

ABSTRACT

This booklet reviews five key issues confronting Emory University (Georgia) as it selects a direction for its future institutional evolution and leadership responsibilities. Following a brief look at the current crisis in American higher education brought on by economic, social, and global changes, five brief essays address the following issues: (1) the balance between teaching and research; (2) building a stronger community; (3) encouraging interdisciplinary scholarship; (4) keeping pace with infrastructure needs; and (5) assessing Emory's external relationships. Important themes running through these issues are noted, including commitment to the intellectual community, renewed sense of moral purpose and public responsibility, recognition of strength in collaboration, and greater balance in faculty work with personal goals and university civic responsibility. The booklet describes planned events for continued discussion of the institution's future and solicits comments. The booklet then presents an essay, "Contemporary Challenges Faced by the Research University: An Ontogenetic Perspective," which examines fiscal and philosophical challenges creating instability in higher education. Presented next is a paper by Susan Frost and Harriet King titled "1993-1994: A Year of Reflection," which reviews surveys, retreats, and a symposium conducted among faculty and administration to reflect on the university's future directions. The brochure closes with an open letter addressed to the Emory community by the academic deans. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 380 020

Choices & Responsibility

Shaping Emory's Future

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Office of the Provost

Emory University

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A Report from the Provost

Emory University, October 1994

HE028135

2, BEST COPY AVAILABLE

Choices & Responsibility

Shaping Emory's Future

A Report from the Provost

Emory University, October 1994

© 1994 by the Office of the Provost, Emory University
Atlanta, Georgia 30322.

Upon this age, that never speaks its mind;
This furtive age, this age endowed with power
To make the moon with footsteps, fit an ear
Into the burlocks of the wind, and find
What swims before his prow, what skirls behind—
Upon this gifted age, in its dark hour,
Rains from the sky a meteoric shower
Of facts . . . they lie unquestioned, uncombined.
Wisdom enough to leech us of our ill
Is daily spun; but there exists no loom
To weave it into fabric; undefiled
Proceeds pure Science, and has her say; but still
Upon this world from the collective womb
Is spewed all day the red triumphant child.

Sonnet 137

Edna St. Vincent Millay

BEST COPY AVAILABLE

Table of Contents

Letter to the Emory community: A call for action 1

I. CHOICES AND RESPONSIBILITY: SHAPING EMORY'S FUTURE 3

Introduction: Emory and the crisis in American higher education 3

ISSUE 1—The balance between teaching & research 7

ISSUE 2—Building a stronger community 11

ISSUE 3—Encouraging interdisciplinary scholarship 15

ISSUE 4—Keeping pace with infrastructure needs 19

ISSUE 5—Assessing Emory's external relationships 25

Looking to the future 31

II. CONTEMPORARY CHALLENGES FACED BY THE RESEARCH UNIVERSITY: AN ONTOGENETIC PERSPECTIVE 33

III. 1993–1994: A YEAR OF REFLECTION 37

IV. AN OPEN LETTER TO THE EMORY COMMUNITY FROM THE ACADEMIC DEANS 43

Printed on recycled paper.

Letter to the Emory community: A call for action

LAST YEAR MANY OF YOU PARTICIPATED IN THE BEGINNING OF AN ASSESSMENT AND PLANNING PROCESS TO IDENTIFY THE MOST IMPORTANT ISSUES FACING EMORY UNIVERSITY DURING ITS NEXT PHASE OF DEVELOMENT. THIS ASSESSMENT IS made timely by the change in leadership and the culmination of an extraordinary chapter in our history marked by Dr. Laney's departure. Even more compelling is the growing realization that new social, political, and economic forces in higher education require universities to reexamine and significantly, if not radically, change the way we conduct our business. The model of a "premier research university" that we implicitly have been following will no longer suffice as an intelligent guide to the future.

But as we plan for the future, we are fortunate in that Emory's situation is not one of exigency. Rather, we have before us an opportunity to establish a distinctive identity and leadership role for Emory within the higher education community. We are fiscally sound. We have less historical baggage than older institutions, and the momentum and vigor of relative youth are in our favor. And underlying the rhetoric of our ambition, there remains a strong commitment to our basic moral purpose of learning and teaching in the service of humanity. As President Chace observed in his introductory address to the faculty, Emory "is superbly placed to act in a leadership position for the rest of American higher education. . . . It is almost alone . . . at this moment in history . . . in possessing the power to change, to alter its destiny, and to define an identity all of its own. Emory is not fully formed. The terrain between what it is and what it can be will be the new center of my attention." And so it must be for all of us.

This report is, then, a call to action. It invites the faculty and all members of the Emory community to continue the discussions begun last year. Our challenge now is to move from identification of concerns and opportunities to thoughtful contemplation of how our policies, our administrative structures and practices, and our academic culture can be modified to better support the outcomes that we want for Emory.

Specifically, this report aims to expand a continuing dialogue about the future of Emory. The first part, "Choices and Responsibility: Shaping Emory's Future," constitutes the substantive core of the report. It comprises five brief essays that articulate my understanding of the principal issues defined in last year's discussions, why they are important to Emory, and the sorts of choices that will be entailed in making the desired changes. Significantly, these issues reflect ques-

"I want to share with the [illegible] in the process of the year to change and to shape the destiny and to determine the future of the campus," President William M. Chace said in the picture caption. Here he shares a light moment with Provost Billy E. Frye.

tions of professional values, intellectual life, moral responsibility, and community relationships more than material needs and narrow programmatic interests. Clearly, our destiny, though ultimately realized only through sufficient material resources and high-quality programs, rests basically upon our institutional character and our convictions about the purposes we serve and the goals we seek. Following this part of the report is an essay entitled "Contemporary Challenges Faced by the Research University: An Ontogenetic Perspective," giving my view of the development of the current situation in higher education.

The third section of the report, entitled "A Year of Reflection," was prepared by Susan Frost and Harriet King, my colleagues in the Provost's Office. It summarizes the activities and discussions of last year, provides continuity in these discussions, and brings up to date those who have not been previously engaged.

The fourth section is a brief but important open letter from the academic deans of the University. The deans' view of our principal challenges and opportunities is strikingly parallel to the views that emerged from the faculty and others during the campus survey and the Emory Symposium last year. This unprecedented move toward a unitary view of Emory by Emory's chief academic administrators is both an invitation and a commitment to carry this dialogue into the schools and colleges.

The report includes a brief description of how the planning process will proceed this year and what outcomes we may expect. I invite your thoughtful attention to the issues raised in this report and your energetic participation in the continuing effort to make our University the best it can be.

With kind regards,

Billy E. Frye
Provost and Vice President for Academic Affairs

I. Choices & Responsibility: Shaping Emory's Future

Introduction: Emory and the crisis in American higher education

UNIVERSITIES, THOUGH REMARKABLY EFFECTIVE AGENTS OF SOCIAL CHANGE, ARE THEMSELVES AMONG THE MOST STABLE INSTITUTIONS IN OUR SOCIETY. THEY TEND TO UNDERGO

overt change, as Jonathan Cole, provost of Columbia University, has noted, only when there are large and persistent disequilibriums in economic or social conditions. Or, one might add, when a significant epistemological or methodological breakthrough occurs, as with some scientific discoveries and technological developments.

Such a time is now. Robert Atwell, president of the American Council on Education, has written that higher education is in its worst crisis since World War II. David Breneman, former fellow of the Brookings Institute and visiting professor at Harvard, speaks similarly of a "head-on collision with reality." And just about everyone, it seems, calls for "new institutional paradigms" to cope with new realities.

This situation did not arise overnight, of course. For one perspective on how it developed, see the accompanying essay entitled "Contemporary Challenges Faced by the Research University: An Ontogenetic Perspective (page 33)."

Behind such rhetoric lie a number of serious challenges. The persistently sluggish and unpredictable economy has signaled colleges and universities that the era of incremental growth really is over. Intractable problems like violence, drugs, ignorance, poverty, and the economy itself have shifted public priorities away from higher education to more urgent matters, even as the public has begun to hold universities more accountable and expect them to be more responsible for alleviating social problems. Globalization and the rising interest in practical problems, together with the evolution of the academic disciplines as knowledge has expanded, have led students and faculty alike toward a greater interest in cross-disciplinary and integrative scholarship. And information technology not only is changing dramatically how we communicate and handle information and generate, organize, store, and disseminate scholarly knowledge, but in time also will alter the ways we teach, do research, and think. Even the traditional disciplinary boundaries around which the university is organized are being breached as information technology increases the versatility with which we organize and access knowledge.

Consequently, universities across the country are making changes and contemplating choices that range from cost containment to the reconception of their mission and purpose.

No one can say with any precision what "new paradigms" of scholarship will evolve in this environment, but it is clear that the forces now in play will shape the future of research universities in ways that differ significantly from the recent past. The successful university will likely:

- learn to live with low or no-growth budgets, increase productivity, and adapt to new opportunities without the benefit of incremental resources;
- place more emphasis on teaching; provide stronger incentives for good teaching and reward those who give more time and attention to students, especially undergraduates;
- be more selective and focused in the range of its academic programs; find ways to compete in the academic marketplace through market differentiation and niche specialization;
- reduce the hegemony that the academic disciplines have over the budget, the curriculum, and governance in favor of more cross-disciplinary and integrative scholarship and greater prominence of collegiate objectives;
- facilitate the expansion and exploitation of information technology as a way to increase efficiency and effectiveness, but also as an avenue to new ways of knowing;
- be more sensitive to its public responsibility and relationships and less self-indulgent; find better ways to bring academic expertise to bear upon important social issues; and
- realign itself with private and government sectors in ways that benefit both sides, without compromising the mission and values of either.

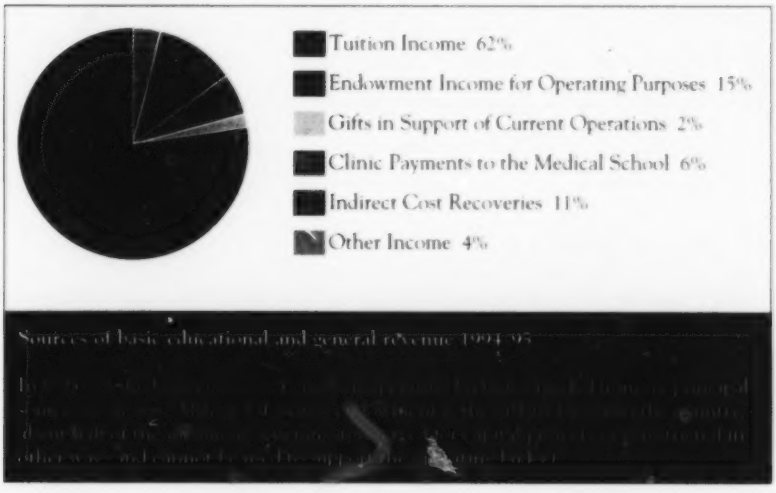
These premises can evoke visions of stagnation, eroded academic freedom, Faustian contracts, and other alarming scenarios. To be sure, under the pressure of these new circumstances, disturbing questions are being raised about the ways universities conceive their mission, set their priorities, and conduct their business. But such questions may have a more fortunate aspect if they lead us to a critical reappraisal of ourselves. It is fair to say that with the remarkable success of research universities over the years has come an unattractive conceit that has clouded our sense of civic responsibility and distorted our priorities. As we adapt to the new order, we have an opportunity to establish a new equilibrium among the many dimensions of our work that will be preferable to the one that has evolved over the past five decades.

BEST COPY AVAILABLE

Does any of this pertain to Emory and how we plan for the future? This is a reasonable question in view of our recent exuberant history. The past two decades have wrought extraordinary changes in Emory. Our growth in size and strength can be demonstrated by just about any parameter one might wish to measure; our endowment has grown to be the eighth largest in the country; and we have emerged as a contender to be counted among the nation's finest universities.

In view of such momentum, and the strength and drive that lie behind it, it is tempting to see Emory as an exception and to continue business as usual. Our opportunity is, indeed, exceptional, but only if we stay in touch with reality. Consider the following points: (1) our course of growth and development, while occurring some decades later, is exactly parallel to the historical pattern of older (and sometimes wealthier) institutions and has now presented us with the same problems and pitfalls that they are facing; (2) our current resources are almost fully invested in existing programs and commitments, making it essential that new initiatives be backed by new money; (3) since the mid-1980s the rate of growth of our operating budget has declined from around 14 percent per year to less than 10 percent per year, and our informed projection is that for the foreseeable future growth will be only slightly above inflation (if the rate of inflation of operating costs of higher education continues to exceed that of the general economy, as it has for several years, these projections would yield little or no real growth in the budget); and (4) our ability to generate major new resources and to control costs will be determined by the same conditions of the academic marketplace and the global environment that other universities face. Thus, while our strengths will enable us to compete effectively with other institutions, it would be foolish to assume that the forces inherent in the environment do not apply as much to us as to other universities.

Fiscal strength is fundamental, of course, but it is not the only or even the most important factor affecting the future of higher education or of Emory. Universities, even in these hard times, are among the wealthiest institutions in our society. As the recent history of higher education shows us, unless intelligent choices are made, more money can lead to problems as much as to solutions. The most important choices facing Emory and all other universities have to do not with maximizing income, though we will do that, but with how we perceive our mission and our responsibility to our students and the public; how we define


Tuition Income 62%
Endowment Income for Operating Purposes 15%
Gifts in Support of Current Operations 2%
Clinic Payments to the Medical School 6%
Indirect Cost Recoveries 11%
Other Income 4%
Sources of basic educational and general revenue 1994-95

BEST COPY AVAILABLE

our goals and aspirations; and how we set our priorities. Only when we have a clear understanding of what we are fundamentally about can we use our resources wisely and to the greatest satisfaction of ourselves and of those who provide the resources, thereby assuring our fiscal strength in the long run.

Last year's discussions made it clear that there is a remarkable congruence between our principal concerns for Emory and those issues that are shaping the future of higher education at large. Five of these issues are set forth in this report to promote further discussion and lead to some shared convictions about how we should respond. The vast, cumbersome ship of higher education is struggling to alter its course in the face of new pressures, limits, and expectations that are likely to be of long duration. Because of our relative youth and vitality, our momentum, our strong tradition of commitment to teaching and service, our location in Atlanta, and our fiscal strength, we have an opportunity to excel in this environment, and in so doing, to shape not only our own destiny, but also the future of higher education in America.

Major Sources of Income	Average annual rate of growth from			
	1982–83 to 1986–87	1986–87 to 1990–91	1990–91 to 1994–95	Projected 1995–96
Tuition income	12%	14%	10%	5%-6%
Endowment income for operating purposes	19%	11%	8%	4.5%
Gifts in support of current operations	12%	7%	7%	6.5%
Clinic payments to the medical school	6%	22%	7%	5%-6%
Indirect cost recoveries	14%	22%	23%	5%-8%
Other income	19%	15%	2%	2%
Total	13%	14%	10%	5%-6%

Average annual rate of growth in income 1982–83 to 1995–96

BEST COPY AVAILABLE

issue 1

The balance between teaching & research

JOHN HENRY CARDINAL NEWMAN, IN HIS STILL TIMELY TREATISE *THE IDEA OF A UNIVERSITY*, PUBLISHED IN 1873, SAW RESEARCH AS INCOMPATIBLE WITH TEACHING (THOUGH ON PRACTICAL, NOT PRINCIPLED GROUNDS). BUT MOST OF US would argue today that research and graduate education have a strongly positive effect upon undergraduate and professional school teaching, creating an ever changing base of knowledge and powerful, objective ways of discovering and testing ideas. Over the last five decades, as research has expanded, the tie between teaching and scholarship has shifted from the established canons around which intellectual life is centered to the methods of searching for knowledge. This spirit of inquiry, with its requirement for critical analysis and rational justification of ideas, has contributed more to the intellectual vitality of Western universities than any other factor.

Despite such substantive connections as this between teaching and research, a conviction that teaching and research are in conflict is prevalent in research-intensive universities. Indeed, next to economic problems, the imbalance between research and teaching—especially undergraduate teaching—is the number one issue in American universities today. Two principal factors promote this attitude: the excessive time demands of research and publication, especially for junior faculty seeking tenure; and the greater importance and prestige associated with research within the academic culture.

The financial and educational concerns of research universities are not unconnected. As tuition has increased, and as contact between students and regular faculty has diminished, parents, students, and public officials have rebelled, demanding more accountability and more and better teaching from the faculty. For public institutions this rebellion has gone so far that some state legislatures have passed or are considering laws prescribing teaching loads. The presidents of a number of our most prestigious private institutions, including Harvard, Yale, Stanford, Princeton, and Chicago, have made pleas for more attention to teaching. Probably nothing has done so much to erode the moral authority and the public trust of universities as the perceived decline in teaching, particularly in conjunction with widely perceived abuses in research.

Although economic problems and public pressure have contributed greatly to this newfound voice for teaching, the concern is not new and, in fact, reflects a longstanding, deeper

apprehension among faculty that things are not as they should be; that over the years, as research and publication have pushed teaching from center stage, we have compromised our principal intellectual and moral purpose, which is the education of new generations of citizens.

Concern about the place of students and teaching is not without reason. Surveys show clearly that the great majority of faculty in research-intensive universities spend significantly more of their time in research and research-related activities than in teaching and teaching-related activities. (If teaching graduate students were factored out, the disparity would be even greater). By the same token, research and publication are perceived to be far more important considerations in professional rewards (promotion and tenure, salary increases, market value, and peer recognition and appreciation) than teaching. The 1993 Report of the ad hoc Committee on the Quality of Teaching in Emory College and the informal survey of more than 500 faculty, students, and staff across the campus this past year leave no question that these perceptions are at least as strong at Emory as elsewhere—an ironic sign of our successful entry into the society of research universities.

The disparity between the commitments to teaching and to research is underscored dramatically by examining the revenue base of the university: at Emory, 62 percent of all revenue supporting the general and educational budget of the University comes from tuition; in Emory College tuition comprises almost 80 percent of the revenue. In some of the professional schools it is even higher. While research, graduate education, and undergraduate teaching cannot be as clearly separated as such numbers might suggest—that is, research and graduate education do have a great effect upon undergraduate teaching and the perceived value of the undergraduate degree—few would argue that teaching receives a commensurate share of the time and attention of the faculty or of other institutional resources. Even the most compelling argument for the intrinsic worth of research, or of the interdependence between research and teaching, will not dispel the widespread sense that something is awry.

What is the nature of our concern about the imbalance between teaching and research? Clearly, we feel that teaching is undervalued and under-appreciated. But do we therefore seek primarily more teaching and more access to the faculty by students? Or is our concern principally for the quality of teaching, or for better educational outcomes for our students? Are we principally concerned about pedagogy and mentoring in all their forms, or is our primary concern for the effective-

With respect to the balance between teaching and research:

- 69 percent of faculty at research universities see their university favoring research over teaching, and the majority of these believe that research is favored strongly;
- 61 percent of department heads see the university favoring research; and
- 59 percent of deans see the university favoring research.

BEST COPY AVAILABLE

ness of the curriculum? Is it only the reward and recognition of teaching that are out of balance?

The answer to such questions will differ depending on which constituency we ask. But, like it or not, all

signs indicate that demands for greater teaching "productivity" will go up in the years ahead. The challenge will be to find effective, rewarding ways to accomplish that with the least possible detriment to other aspects of scholarly work. Traditional definitions of good teaching and good pedagogy will have to be re-evaluated in terms of cost effectiveness and educational outcomes, as will the curriculum. Above all, if the imbalance is to be corrected for the long-run, we will not only have to respond to oft-called-for changes in rewards and incentives, but also have to alter the institutional culture so that teaching is more highly valued by one's peers.

Redressing the imbalance between teaching and research will not be easy. For one thing, it's not easy to know what the right balance is. Norms vary from field to field, and by class and type of institution, and these norms cannot be ignored, no matter how determined we are. They introduce strong market forces into the issue of teaching loads and generate a troublesome sense of unfairness. Methods of teaching differ greatly by type of degree and by educational level. Evaluation of teaching with as much confidence as we evaluate research remains an elusive goal that frustrates a balanced system of reward and recognition. Funding sources of the schools vary greatly, with major implications for teaching loads. (Few realize, for example, that—contrary to other schools—less than 20 percent of the medical school's revenue comes from tuition.) In the sciences especially, the demands of competing for sponsored research funds severely curtail the faculty's time for teaching. Inevitably, teaching becomes a proportionately smaller part of the work of the faculty in such an environment, even if they do not give it less intrinsic value.

Notwithstanding these vexing questions, much excellent teaching is done at Emory. A great deal of time and thought is given to the curriculum and the quality of education within the schools and colleges, and we have much of which to be proud. But there is surely room for improvement, and the question of balance must be dealt with for the benefit of our students, for the professional satisfaction and well-being of the faculty, and for the sake of public accountability.

Many suggestions have been made to improve teaching, from placing greater emphasis on quality rather than quantity in research, to giving higher priority to teaching the art of teaching. The ultimate objective—and challenge—should be, in the words of Jonathan Cole, "to create a culture that honors excellence in teaching as well as research." Our goal is not to restore some imagined *status quo ante* or golden era of teaching, but to find ways of making teaching more valued and more effective without reducing our commitment to scholarship of the highest quality possible. But surely we must de-emphasize the quantitative demands of research and publication if

BEST COPY AVAILABLE

we are serious about rectifying the imbalance. We cannot simply ask more work of the faculty.

We should therefore focus our discussion of this issue on practical ways to achieve better balance between teaching and research. The following questions may help:

1. Is the perceived imbalance a quantitative one (i.e., how faculty spend their time?), or is our greater concern for quality and effectiveness of teaching, or for institutional and peer recognition and support of teaching?
2. What are the barriers to better teaching and a more student-centered educational environment? If the rewards and incentives (tenure and promotion, salary increases, allocation of other resources) are as imbalanced as we perceive them to be, what fosters and perpetuates this imbalance? What role do University, school, or departmental policies, practices, and perceptions play? What roles do peer pressure, community values, and the higher education marketplace play? How can Emory change or compensate for the imbalance that these factors generate?
3. Are we too tradition-bound in our attitudes about how to teach? Are we adequately informed about and open to alternatives? For example, does the undergraduate curriculum too greatly mirror our research and graduate specialties, resulting in unproductive and perhaps educationally unsound fragmentation and redundancy? Have we fully exploited the potential of new instructional technology? Are we too wedded to the traditional lecture, or are there more effective ways to engage students in active learning?
4. Recognizing that we would like all faculty members throughout their careers to be productive in both teaching and research, are we flexible enough in dealing with the reality that this is not so? Are tenured faculty who wish to concentrate on teaching encouraged to do so, and is this equally recognized?
5. Are there practical ways to improve the evaluation of teaching, so that the weight given to teaching can be more confidently equated to the weight given to research?
6. How can the time demands of research and publication be contained without diminishing the substance and quality of scholarship so that more attention can be given to teaching and mentoring students? Are there ways we can create a greater synergy between teaching and research, so that time spent in each has a payoff for both?
7. Accepting that a greater emphasis on teaching will bring important gains for Emory, what are the costs likely to be in the academic marketplace—for example, in recruiting and retaining a distinguished faculty, competing for research funding or advancing institutional reputation? How can these costs be minimized? How can we help change the marketplace itself?

Research university faculty agree that a strong record of scholarly publication is the most important criterion for achieving tenure. Specifically,

- 83 percent agree that publishing is an essential factor in decisions about tenure;
- only 10 percent agree that student evaluation of courses taught is a very important factor; and
- 79 percent agree that we need better ways besides publication to evaluate scholarly performance.

BEST COPY AVAILABLE

issue 2

Building a stronger community

THE PURPOSE THAT BINDS US TOGETHER AS A COMMUNITY IS THE PURSUIT OF KNOWLEDGE. KNOWING, IN THE WORDS OF PARKER PALMER, SENIOR ASSOCIATE OF THE AMERICAN ASSOCIATION OF HIGHER EDUCATION, "IS A profoundly relational act . . . a connected act." So the character of the Emory community and the relationships we have within it are profoundly important determinants of what we are and what we may become, individually and collectively.

Every good university guarantees its members that certain basic, enabling conditions of work will be met and certain fundamental academic values honored: academic freedom, openness and trust, truthfulness, intellectual rigor, informed uncertainty, and tolerance, even affinity, for new and unfamiliar ideas. Emory achieves these conditions at least as well as other major universities.

But a great university may hope to go beyond these basic conditions. The university environment should intensify our sense of motivation and commitment, affirmation, and accomplishment. It should tap the latent synergy inherent in strong intellectual and cross-disciplinary relationships that can make the university more than the sum of its parts. It should enhance its members' shared sense of purpose, vision, and aspiration. At this level most would agree that Emory, like every other university, falls short of what we would hope for and expect of ourselves.

There are, of course, many dimensions to community, and different people have different opinions about which of these dimensions is most important. Some see the primary need as simply better communication and the need for more interaction between faculty and students, while others call for stronger faculty governance and more self-determination. Many focus first on questions of access, diversity, and equal opportunity, while others emphasize concern for stronger collegial relationships and a more intensive and pervasive intellectual life across the campus. To a far greater extent than most of us realize, faculty, staff, and students alike yearn for a community that is less impersonal, kinder, more responsive and affirming, not just for what we do, but for who we are as individuals.

Each dimension of community—governance, diversity, communication, civility, comity, openness and access, the intellectual climate—is important in its own right. But these community issues also are important for the more basic reason that they bear directly upon the mission and purpose of the

university—that is, upon the ways we think, learn, know, and understand. Governance is about more than self-determination or setting priorities; it is about efficacy, purpose, commitment, and responsibility. Diversity is about more than equal opportunity; it is about the role of difference in perceiving, learning, knowing, and understanding. Collegiality and affirmation are about more than professional friendship and personal comfort; they are about openness and trust, sharing ideas, and giving and receiving rigorous, constructive criticism.

In short, community structures and relationships are the vehicles of our common goals, values, and standards, and are as important in shaping the future of Emory as, for example, fiscal resources. It is little wonder that concern for the character of our community, in all of its manifestations, is among the most pervasive and intensely felt concerns held by members of the Emory community, whether faculty, staff, students, or administration.

If Emory fails fully to realize its potential to enhance individual and institutional objectives through community structures, relationships, and values, it is important to understand why. To a considerable degree, our concerns about community within universities mirror the great social and economic issues of our times. In large measure, too, the erosion of community lies in the increase in size and specialization, and the resulting fragmentation of the disciplines and isolation of their members that have occurred in American universities over the past fifty years. In part, the loss of community is due to the excessively competitive climate that has developed over those same years, creating an underlying current of mistrust and fear for many. And the diversification of universities along socio-economic, ethnic, gender, religious, and other lines over this same period has introduced new values and interests and placed strain on community relationships. Our own recent history of extraordinary growth, with inadequate opportunity for assimilation and resulting generation gaps, and strong traditions of autonomy among our component units, also are important factors in limiting our effectiveness as a university community.

Perhaps the most difficult problem of all is our failure to learn how to balance two essential and sometimes conflicting roles of the community: the meritocratic role of evaluating, criticizing, judging, and finally selectively excluding; and the nurturing role of supporting, affirming, caring, including and even, as Palmer says, "loving." The meritocratic functions are often institutionalized and dominate our sense of ourselves; the nurturing functions, by and large, are less institutionalized, are seen as soft and sentimental, and for many are difficult to talk about. As we continue to develop and define ourselves, our emphasis on quality and standards must not be diminished. If anything, we must increase our expectations in this regard.

But excellence is not incompatible with a strong supportive and nurturing role of the community. Indeed, one without the other creates a dysfunctional imbalance which at best deprives us of the full effectiveness of some of our members, and at worst contributes to fear, mistrust, isolation, and even alienation. The need to achieve a salutary balance between our

BEST COPY AVAILABLE

evaluative and our supportive roles extends to all kinds of relationships within the university community. Whether student, faculty, staff, or administrator, we should recognize and respect the interdependence that resides in our different responsibilities, rights, and privileges.

The historical and contemporary forces against community are, in a sense, givens that have to be accepted. Indeed, the same factors that have contributed to the breakdown of community are responsible for the great success of American universities and the recent rise of Emory to national prominence. Our challenge is to find ways to compensate for the omissions of the modern, meritocratic university by building and exploiting the potential of a strong Emory community, fully supportive of its members, confident in its objectives, and unified in its purposes.

Discussion groups around this issue are asked, therefore, to focus their attention upon these questions:

1. How does or should our understanding of ourselves as a community bear upon our mission and purpose as a university or upon our personal objectives?
2. What practical ways can be found to build a stronger community and greater awareness of community at Emory?
3. What elements of community—civility, decency, trust, intellectual discourse, shared purpose, etc.—are most critical, and how can they be enhanced and blended into a nurturing whole?
4. Acknowledging that our departments, programs, and professional associations will continue to be important and influential communities, how can the goals and values of these communities be made more harmonious with the university as a whole?
5. Where external forces have a commanding effect upon our goals and actions (as, for example, our dependence upon federal grants and peer review), in what ways and to what degree can they be made consistent with our institutional goals and values?
6. Above all, how can we create a more intense and pervasive intellectual community at Emory? Faculty and students alike sense less than a full commitment of the Emory community to the pursuit of the life of the mind, the universe of ideas. Is this a consequence of attitudes, habits, structures, or missed opportunities that can be changed? How?

In addition to these questions, there are two particular issues of community that have such character and importance as to warrant special attention. First, access and diversity unquestionably will continue to be important concerns of the Emory community. While much progress has been made, advances have been uneven across the University, and much remains to be done. Further progress will depend on our meeting two critical needs:

- We need to do a better job of sharing information with one another about where we have made gains and where we have not and to examine honestly and openly the causal constraints and limiting factors where progress is difficult.
- We need to recognize the incipient danger that recurrent parochialism on the part of both majority and minority groups will reverse the gains that we have made and deprive us of important educational benefits that a fully integrated community can provide. If difference plays the role in learning suggested above, we cannot benefit from that role if de facto segregation pervades most aspects of our lives together.

President Chace has indicated that he will take a direct, personal interest in matters of diversity and equal opportunity, and that he will look to the pertinent offices and standing committees and commissions to advise us in this area. These groups, working in consort with the deans, directors, and department chairs, will be asked to undertake a comprehensive assessment of the current status of Emory's affirmative action and equal opportunity programs and to make recommendations for the future.

Second, university governance, through the Senate and other statutory bodies, has a number of important

functions: it represents the interests of and gives voice to the members of the university community; it communicates with and helps educate those constituents about important issues and decisions; it advises the university administration and trustees on and influences decisions about university plans, policies, and priorities; and it promotes civic discourse about matters of importance to the mission and life of the academic community. Effective governance thus has two vital consequences: it promotes better decision making; and it promotes trust, commitment, and responsibility within the community. Thus, good governance should be a vital force in building a strong academic community.

Any credible effort to strengthen university governance must acknowledge that over the years governance at most universities, including Emory, has been weakened. There are three reasons for this: (1) failure of the administration and governing bodies to collaborate on significant issues; (2) lack of participation by constituents; and (3) the perception that there are few issues of common interest at the university level and few means to engage them.

But we have made significant progress in strengthening the role of the faculty and other constituencies in decision making in recent years, through the Senate, the Faculty Council, and the Priorities Committee and in various other ways. We in the administration are committed to continuing that progress. The Senate and Faculty Council are encouraged to continue to identify and comment upon significant issues as they arise. In addition, they will be asked to undertake three tasks:

- to assist again this year in sponsoring faculty, staff, and student discussions of the issues raised in this report;
- to consider whether better and more dependable ways can be found to promote communication and to vet issues within the community, without making excessive time demands on any group or imposing unacceptable delays on decision-making processes; and
- to examine and advise me and the deans whether the governance structure and processes of the schools and colleges provide adequate opportunity for participation and representation of faculty, staff, and students, with all due deference to local autonomy and professional norms.

issue 3

Encouraging interdisciplinary scholarship

"THE DIFFERENCE BETWEEN BAD SCHOLARSHIP AND GOOD SCHOLARSHIP IS THE RESULT OF WHAT A STUDENT LEARNS IN GRADUATE SCHOOL, BUT THE DIFFERENCE BETWEEN GOOD SCHOLARSHIP

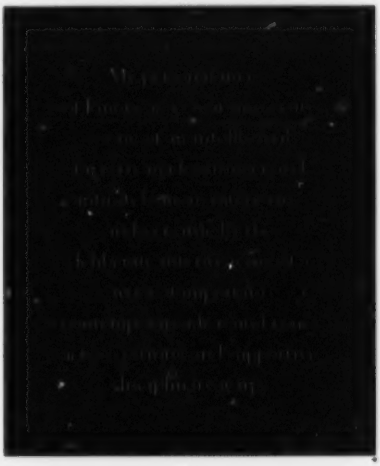
and great scholarship is, as often as not, the general preparation of the scholar in fields other than the field of specialization." So asserts Jaroslav Pelikan in *The Idea of the University: a Reexamination*. Wayne Booth, in his Ryerson Lecture at the University of Chicago, extends this idea by suggesting that if "for people to understand one another . . . is the *sine qua non* of a genuine university . . . then it follows that . . . one of our main tasks is to improve our chances for genuine understanding."

Behind both of these statements is the belief that at some level the members of a university community should be dealing with common concerns, common ideas. The reason for this belief is clear. The advancement of knowledge proceeds largely through making connections, finding similarities and complementarities, probing contrast and conflict—in short, through exploring difference. This process depends upon the essential competencies of the disciplines, and no successful "interdiscipline" can exist without the knowledge and rigor of the disciplines. But a principal stimulus for the evolution of scholarly thought is the introgression of concepts, rhetoric, and methods of one field into another. This is the fundamental epistemological justification for interdisciplinary scholarship, whether it is limited to exploring the intersection between two related fields of learning, or aspires to new, metadisciplinary syntheses of knowledge.

The ultimate objective of interdisciplinary scholarship may be to move us toward some grand, unifying synthesis of knowledge. But that remote objective is not the primary reason we should encourage and support more of it. Good interdisciplinary scholarship is the antidote to disciplinary complacency and chauvinism; it renews the disciplines by infusing them with new questions, concepts, and methodologies. Indeed, it often happens that the problems presented by the disciplines as research progresses can be solved only through a multidisciplinary approach. This is always the case when we bring academic expertise to bear upon the pressing issues facing our society. Ultimately, interdisciplinary scholarship reminds us that the greater significance of our individual specialties lies not in the depth to which we can push them, but in the bearing they have, over time, upon the broader sweep of human understanding—and upon informed social policy.

As successful as the specialized, disciplinary approach to knowledge has

been, and as essential as it will continue to be in the organization of university life, it is not adequate to address our larger humanitarian responsibilities. Our eventual failure as scholars will be greater than any success we have enjoyed if we continue not to recognize and control the consequences of our special knowledge by placing it in the largest possible historical and global perspective. In our role as teachers, in particular, it should be not just a *desideratum*, but an essential expectation that we reach outward for connections with at least as much determination, energy, and critical acumen as we probe the depths of our special fields. As Booth has suggested, the disciplines can only be enhanced by the effort to understand and communicate their global significance through cross-disciplinary dialogue. Yet, the curriculum continues to be dominated by the specialties.



In fact, interdisciplinary teaching and research are already strong and important aspects of Emory's intellectual ethos. Sometimes they are institutionalized, as in the Institute of the Liberal Arts, the Graduate Division of Biological and Biomedical Sciences, the Program in Human and Natural Ecology, the Center for Ethics in Public Policy and the Professions, The Carter Center, and many other centers, institutes, and programs; more often, they occur through informal and transient one-on-one interaction among faculty and students. In either case, we are far from devoid of interdisciplinary scholarship at Emory. And, of course, many departmentalized fields—for example, classical studies or anatomy—are intrinsically interdisciplinary in character. Yet the deans' and directors' retreat, the Emory Symposium, and the survey of faculty, staff, and students last year make it clear that most of us feel there should be more interdisciplinary collaboration across the campus and that it should be easier to do.

This view is supported not only by the intellectual and moral reasons suggested above, but also by practical considerations. Given the limitations of our size and the changing climate of higher education, our greatest opportunity to excel and to make important contributions to the future of scholarship lies in promoting vigorous, synergistic intercourse among the disciplines. My personal image of Emory as a great university is one of an intellectual tapestry made stronger and infinitely more interesting and versatile by the deliberate interweaving of a woof of important contemporary ideas and issues across a strong and supportive disciplinary warp. But if this is to happen, we will have to abandon our tendency toward excessive administrative autonomy and insularity in favor of a policy of facilitated hybridization among the disciplines.

While a strong, carefully fostered policy of interdisciplinary collaboration can do much to strengthen Emory, it is not, of course, a panacea for all of the intellectual ills. Regardless of the rhetoric we use to promote it, we should recognize that interdisciplinary scholarship is subject to very real difficulties: those who engage in it are sometimes susceptible to the charge of academic dilettantism; almost by definition, when probing new realms, there are no established standards by which to assess or judge quality; though advocated as a source of breadth, interdisciplinary scholarship can some-

BEST COPY AVAILABLE

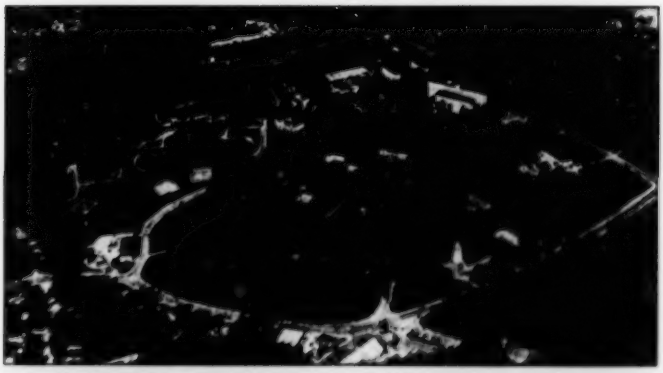
times be guilty of a new parochialism as narrow as the most insular academic specialty; the time demands it places on faculty often are not paid for or, if paid for, compete with other legitimate needs of academic departments. Notwithstanding such reservations as these, the benefits far exceed the risks, provided that we hold for ourselves standards of quality and intellectual integrity as high as those we hold in traditional disciplinary scholarship.

How can more and better interdisciplinarity be encouraged? The answer lies in doing for interdisciplinary scholarship more of what we do as a matter of course for traditional disciplinary work: offering more peer appreciation and encouragement of it; increasing the weight given to interdisciplinary scholarship in decisions affecting promotion and salary increases; giving as careful consideration to interdisciplinary opportunities as to disciplinary needs when defining new or replacement faculty positions; providing more explicit administrative support; and, above all, recognizing the real cost of interdisciplinary teaching and research in the budget.

But nothing would do more to promote interdisciplinary discourse throughout the University than a deliberate commitment on the part of the faculty to make a significant component of the curriculum explicitly interdisciplinary. And, engagement of faculty in interdisciplinary scholarship will bring a broader perspective to their teaching in their respective fields. Surely, no curriculum is complete that does not as an explicit objective reach toward a broader synthesis of the knowledge that emanates from the disciplinary mosaic that, today, is the University.

The issue is not, of course, either/or, one against the other. The issue is how to generate the greatest synergy among the disciplines; how to achieve the best balance in allocation of time and resources between disciplinary and interdisciplinary scholarship of which we are capable. The following questions focus on the steps that need to be taken:

1. What are the barriers to interdisciplinary teaching and research at Emory? Are they perceived principally to be physical and logistical? administrative and financial? methodological, intellectual, or attitudinal? How can such barriers be eliminated or lowered?
2. Is simple lack of awareness of one another a significant factor? Given the physical configuration and the organization of the campus, are there ways that more informal interaction among students and faculty across the University can be encouraged, leading to more cross-disciplinary dialogue?
3. What positive steps, in terms of incentives and support structures, are needed to encourage and better manage interdisciplinary scholarship? Is there, for example, a need for more central administrative support or for better coordination of policies among the schools and departments?
4. Should interdisciplinary scholarship have any particular objective or focus: for example, the development of a more responsible curriculum or the amelioration of important social problems in which we have special expertise?
5. How can the existing programs of organized interdisciplinary collaboration be made to serve our needs better? Is there a need to create any new centers or should any be eliminated?
6. To what extent should we expect departments and schools to take into account the needs of interdisciplinary programs when making faculty appointments? Specifically, how can the long-term interests of the departments and schools be reconciled with the often more transitory needs of interdisciplinary programs?
7. Given limited time, space, and money, and assuming that not all areas of interdisciplinary work are equally worth pursuing, how should priorities be set? How do we decide what priority interdisciplinary work should have compared with the established disciplines—that is, the currently budgeted units that comprise the University?



BEST COPY AVAILABLE

issue 4 Keeping pace with infrastructure needs

A UNIVERSITY IS FIRST AND FOREMOST PEOPLE. A COMMUNITY DEDICATED TO PURSUING THE INTELLECTUAL LIFE AND ADVANCING UNDERSTANDING OF HUMANKIND AND NATURE. OVER THE PAST

fifteen years or so, Emory has devoted itself to strengthening its academic community. Our faculty, whose ranks have increased by 67 percent over that period, are known and respected nationally and internationally. The academic credentials of entering students in every school have risen sharply. The support staff, too, has grown greatly in numbers and skill. In a surprisingly brief period we have moved from a respected regional school known primarily for teaching into the top ranks of American universities. In short, our emphasis on people has paid off handsomely.

But a university is, of course, more than its people; it is a unique assemblage of classrooms, libraries, laboratories, places to live, to meet, to play, and a large array of services that enable faculty, students, and staff to do their best work. The quality of this infrastructure is hardly less important than the people it supports. Indeed, in many fields it is futile to attempt recruiting outstanding scholars without providing them with exceptional facilities and support systems.

Over the time that the American system of higher education has developed, our colleges and universities have amassed an extraordinary wealth of facilities and supportive systems. Their physical plant in the national aggregate totals 3.4 billion gross square feet, with a replacement value of $350 billion. This statistic says nothing about the scale and value of their contents: books, equipment, technology, and teams of personnel who support the teaching, research, and management functions of the university. Today the infrastructure of higher education—like that of our cities and of the nation—is in difficulty, principally for economic reasons. There are three major components to the problem:

- Deferred maintenance of older facilities, now estimated to be in the range of $60 billion to $100 billion, has left the current generation with an almost insurmountable problem. Individual campuses typically have a maintenance backlog of $100 million to $500 million, depending on their age and size;
- The rapid advances in and high cost of technology and instrumentation have left many campuses without state-of-the-art facilities for research or for teaching students who, when employed, will have to be familiar with—if not command—the most recent technologies; and
- The cost of compliance with government regulations, though perhaps justified in terms of social benefits and

public accountability, has added millions of dollars in capital and operating expenses to the costs of doing business. Colleges and universities have been made not only the instruments, but also the financiers of important social change.

Taken together, these costs have left some campuses reeling and are a major part of the economic constraint that most now feel. Probably nothing is responsible for more inconsistent rhetoric and behavior, by university administrators and faculty alike, than the conflict between our instinct to focus resources on people and programs, and the inescapable realization that infrastructure must at times be given a higher priority. Emory is now in this situation.

To be sure, Emory has not neglected to build its infrastructure as it has developed. Over the past forty-five years, we have added more than 6.4 million square feet of space—more than 2.6 million square feet in just the past fifteen years—encompassing the complete range of facilities needed by a major university. Another one million square feet is currently under construction or planned. The result has been a veritable transformation of the campus, a story that is told dramatically by the series of aerial photographs of the campus shown in the three aerial photographs on page 18.

Not visible in these photographs are the enormous advances that have been made in other arenas: the quality of the space and the work environment; libraries and information access; academic and administrative computing; financial and accounting practices, and access to increasingly accurate, comprehensive, and timely management information; the quality and competence of support personnel; and increasing cost effectiveness of operations (including millions of dollars of cost avoidance through reduction in energy consumption). The list could be continued, and should be applauded, even as we call for improvement in virtually every one of these areas.

Notwithstanding the great progress we have made, there is a widespread perception that our infrastructure is not yet what it should be for an institution of Emory's stature and aspiration. We should realize, however, that our problems in this arena arise not primarily out of deferred maintenance and renewal, as at older institutions, nor out of a lack of commitment or competence of personnel, but from our recent history of extraordinary growth and development. For all that we have invested in it, the

BEST COPY AVAILABLE

infrastructure of the University often has not kept pace with our growth in size and our qualitative transformation into a research-intensive institution. In short, our current needs are the direct result of our success. It is more than a mere euphemism, therefore, to suggest that we should view these needs not as problems, but as an opportunity to finish and enhance what we have in large part achieved.

As we seek to close the gap between our infrastructure and the needs of the academic community that we have assembled, we should be guided by three compelling truths:

1. We must shift from a predominantly growth mindset to a mindset of adequately meeting the needs of existing people and programs. Such growth as may occur must be on a much more considered, selective basis than in the recent past.

2. We must recognize that capital and operating budgets are closely coupled, if not inseparable. In the past, we, like other institutions, have treated these two arenas of decision making almost as if they were unrelated, at least at the level of budgetary decisions. Yet not only may capital and operating funds be managed as fungible resources if our priorities so dictate, but new expense in one arena inevitably entails new expense in the other—a connection that we ignore only at our peril. Therefore:

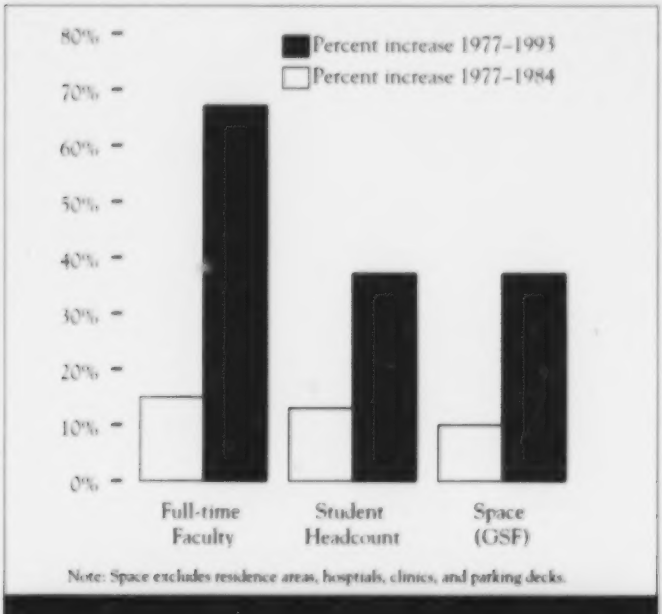
3. We must find more effective ways to weigh all of our priorities against one another before making decisions about where to invest our resources, for increasingly we will be challenged to

	Projected Completion Date	Gross Square Feet
New Academic and Research Space		
Hugh F. McMillan Law Library	August 1995	60,000
North Decatur Building	December 1994	126,000
Grace Crum Rollins Public Health Building	December 1994	140,000
Biochemistry Connector	April 1995	23,500
Studio Arts Facility	December 1994	8,265
Woodruff Memorial Research Building Addition	December 1994	144,750
Roberto C. Goizueta Business School Building	December 1996	120,000
Woodruff Library Addition	March 1997	90,000
Louis Walker & Ely Reeves Calloway Memorial Ctr.	August 1996	10,000
Seretean Center for Health Promotion	December 1995	52,000
Renovations		
Woodruff Memorial Research Building	June 1995	210,000
Harris Hall (Residence)	January 1995	69,000
Smith-Hopkins-Thomas Residence Complex	August 1995	68,000
Oxford Residence Hall	December 1995	48,400
Hospital and Clinic		
Clinic Addition—6th & 7th floors	July 1995	85,145
Other		
Hotel Conference Center	September 1995	182,415
Fetwine Deck II	January 1995	257,000
New Clinic Deck	August 1996	150,000
Michael St. Deck III	June 1995	250,380
Choppell Baseball Field	October 1994	1,600
New Tennis Courts	June 1995	N/A
Unfunded Projects		
Atwood Chemistry Center Expansion	After 1996	52,000
New Physics Building	After 1996	87,947
Total New, Renovated, and Planned Space		**2,262,205**

Emory University Building Projects

spend every dollar as effectively as possible.

In the survey of faculty, staff, and students last year, many infrastructural needs were identified, ranging from more classroom or office space to better preparation of faculty, students, staff, and administration to function in our increasingly high-tech environment. Rather than naming the full array of specific needs and suggestions, they have been grouped into clusters



Note: Space excludes residence areas, hospitals, clinics, and parking decks.

that may suggest common attitudes about and approaches to their improvement. Discussion groups will be asked to focus upon one or another of these clusters depending on their interest and expertise:

1. The need for better access to support resources. From the impact that traffic and parking problems have upon access to offices providing direct services to users, to the need for better communication about what resources are available, the common question is, how can we make better use of the support capacity we already have?

2. The need to better define management responsibility and to remove barriers to cooperation inherent in our decentralized organization. How can we share resources and avoid redundancy? How can management information be generated in a form and distributed in a manner that makes it accessible with the greatest ease and internal consistency? To borrow language from Total Quality Management principles, how should our service units define their customers so that the ultimate beneficiaries are faculty and students, teaching and research, and

BEST COPY AVAILABLE

not just the administrative bureaucracy? This is a complex question of mission, participation, accountability, budgeting, and control. The belief underlying this concern is that we have much to gain from greater consistency of purpose, cooperation, and synergy.

3. The need for more and better classrooms and teaching support. This need includes the number, quality, and maintenance of classrooms; convenient access to state-of-the-art instructional technologies; and adequate capacity in offices and laboratories to advise and mentor students. Integral to this issue is the need for a central computerized space-management system that can enable full scheduling of existing classrooms and meeting places regardless of who owns or controls them.

4. The need to prepare staff, faculty, and other users to function efficiently in the modern technological environment. Often we perceive ourselves to be behind in technology when, in fact, the primary deficiency is in the training of users.

5. The need to assure that in every way possible future campus plans and development will enhance the intellectual ambience of the University. Notwithstanding that much is literally cast in stone, there will be many opportunities to improve the campus environment if we plan carefully.

Two concerns in the area of infrastructure are so specialized but pervasive that they warrant particular attention:

The first is information technology. What is the current status of development of information technology at Emory? What can we expect future developments in this field to be and what are the likely incremental costs of keeping current? What technological support will be needed to develop the virtual library? How can these costs be financed, and what priority should they be given? How can information technology be used to increase the cost effectiveness of administration and of the faculty in teaching and research? Emory has made extraordinary progress in computing and telecommunications in the past five years. We must control costs yet remain current and competitive in this ever-expanding field. Vice Provost James Johnson, working with the Academic Computing Advisory Committee, the Information Systems Advisory Committee, and other groups as appropriate, will be asked to provide us with a status report, assessment, and recommendations by the end of this year.

The second is research support. In an increasingly constrained environment of federal funding, how can we sustain and build upon our recent success in this area without draining resources away from other programs of the University? Properly managed, sponsored research will largely support itself (although this is becoming increasingly difficult as government agencies arbitrarily limit indirect cost allowances). But in our rapid expansion of sponsored research, we have not fully developed the core facilities, collaborative center grants, incentive funds, and other support that may be required to remain competitive for funds in today's climate. Some of these matters are already under review by committees in the School of Medicine. The vice president for research, the Research Advisory Committee, the medical school dean's office, and the Office of Sponsored Programs will be asked to collaborate this year in bringing together a comprehensive assessment of what is needed and how it can be funded.

issue 5

Assessing Emory's external relationships

IN *THE IDEA OF THE UNIVERSITY: A REEXAMINATION* PELIKAN OBSERVES THAT "ONE OF THE MOST BESETTING VICES OF THE UNIVERSITY . . . HAS ALWAYS BEEN ITS QUAINT TENDENCY TO LOOK INWARD AND IGNORE THE CONTEXT OF THE

society within which it lives and without which it could not exist."

There are, of course, good reasons for that "quaint tendency," insofar as the work of the university depends upon certain conditions of scholarship that are protected by a degree of separation from the larger society: the time and opportunity to pursue a reflective life relatively free from distraction; the freedom to think and express controversial ideas; the essential impulse to generalize ideas beyond their specific context, to think in universal and theoretical terms, and to cultivate the habit of intellectual objectivity and detachment; and the opportunity to experiment with ideas without being immediately held accountable for their consequences. These characteristics of an intellectual community, though not unique to the university, are carefully fostered by it and are the justification for the somewhat cloistered life we lead as scholars.

But the walls of the Ivory Tower have long since been breached, and with good effect for both the university and society, most would agree. The first broad-gauge assault on cloistered university life came with the Morrill Act of 1862, which created the great land-grant universities for the express purpose of meeting specific needs of society in science, agriculture, engineering, and other areas. This was followed eighty-three years later by an even more effective assault in the form of Vannevar Bush's report to the president of the United States, *Science—the Endless Frontier*. This report recommended, with far greater success than could have been imagined at the time, that the federal government invest in colleges and universities as a means of securing "a prosperous, healthy and secure future for the United States." After that, any residual notions of academic insularity were laid to rest by the student activism around the great social issues of the 1960s and 1970s, and the more recent proliferation of federal regulations affecting universities. The compact between universities and society that has grown out of the broad sweep of these episodes in our history is what has made the American system of higher education the strongest in the world.

Once known as an insular, standoffish institution, Emory today has a vast and varied array of external constituencies and alliances. Far too extensive to list, these include:

• the neighboring community and local, state, and national governments;
• alumni, friends, donors, and philanthropic foundations;
• the church;
• arts and cultural organizations;
• business and industry;
• sister institutions, professional societies, and accrediting agencies;
• schools and other community organizations;
• special interest groups and social activists; and
• a large variety of health care institutions and organizations.

Even the list of those institutions and organizations that are somehow directly affiliated with Emory is surprisingly long (page 28). While all of these have some bearing on the University's ability to carry out its mission, the interests and issues that they present and their *modi operandi* or *modi vivendi* are equally as varied. Like every other major university, Emory maintains a large university relations staff to guide and represent us in these matters.

Those issues and institutions likely to have the greatest significance for us in the years ahead include: (1) the federal government, its posture on sponsored research, and its move toward regulation of educational outcomes; (2) health care reform and our relationship to other health care providers and organizations; (3) industry, as we become more involved in technology transfer and other activities with commercial implications; (4) the continued expansion of our international interest; (5) the political spin-off from issues like free speech or gay rights; and (6) our desire to build stronger, mutually supportive relationships with our alumni.

Today, the partnership between universities and society is vitally important to both parties. To it universities bring the capacity to produce educated citizens and to prepare them to cope in an increasingly knowledge-based, global society; the ability to open new frontiers of knowledge through basic research; and through its application to improve public health, recharge the economy, and provide

BEST COPY AVAILABLE

many other benefits. Additionally, through their authority to grant degrees, universities have a virtual hegemony on access to the professions. Society, for its part, brings to the partnership students and the funding to support teaching and research, and serves as a vast living laboratory in which brews the mixture of theory and practice that is so vital to the advancement and fructification of knowledge.

Notwithstanding that both sides depend upon it, the partnership between universities and society is often not harmonious and always rests upon an underlying tension that comes from their cultural differences. The openness of university campuses and their near absolute commitment to free speech have made them a fertile ground for social dissent and critical commentary on national policy, not always welcomed by external constituencies of the university. Their independence and self-indulgence has at times bordered on arrogance. Society has responded to these offenses by imposing limits, through the pressure of public opinion, the power of the purse, and government regulations. In so doing, it has, in the view of universities, sometimes intruded upon academic freedom.

Being familiar, the benefits and risks inherent in the compact between universities and society might seem not to require comment. But as we move to explore new and more intense external alliances, we should recognize that just as the need and the opportunity for such relationships are greater today than ever before, so too are the potential pitfalls. Rodney Nichols, chief executive officer of the New York Academy of Science, among others, has called attention to the fact that the changing equilibrium in our compact with society is raising difficult and conflicting challenges. On one hand, the decline in federal support and other revenues, and rising costs, are forcing many universities to curtail growth and even to retrench. On the other hand, in the face of economic stagnation, the health care crisis, and other social ills, the public is expecting that universities will contribute more to the solution of such social problems and increasingly is earmarking some of its support for that purpose.

Under such pressures, there are real risks that the integrity, reputation, and credibility of the university will be damaged, especially if our response is only to scramble to get a larger share of available resources in order to preserve the status quo, rather than adapt to the new order. Consider, for example, the extraordinary dilemma faced by academic medical centers in the face of health care reform; or the anxiety of those faculty whose scholarly careers and even livelihood may be threatened by cuts in federal research funding.

The dangers in such circumstances are, as they always have been, principally two: (1) the conflict of commitment that arises if external dependencies draw too much of the time and attention of the faculty away from their primary responsibilities of teaching, research, and service; and (2) the possibility of damage to the intellectual integrity of the

BEST COPY AVAILABLE

university by alliances with organizations that have different objectives, values, and cultures than those by which the university lives. Always, and at all costs, the autonomy, openness, intellectual detachment, and academic freedom of the university community must be guaranteed, or our ability to fulfill our basic obligations to society through high-quality, credible teaching and research will be compromised.

ize the economy—that could not be fulfilled. It is important, therefore, as we reexamine and expand Emory's external ties, that we have clearly in mind our objectives and the principles that must be preserved.

Derek Bok, in *Beyond the Ivory Tower*, has suggested some useful guidelines that research universities, in particular, should follow when contemplating external alliances. They should

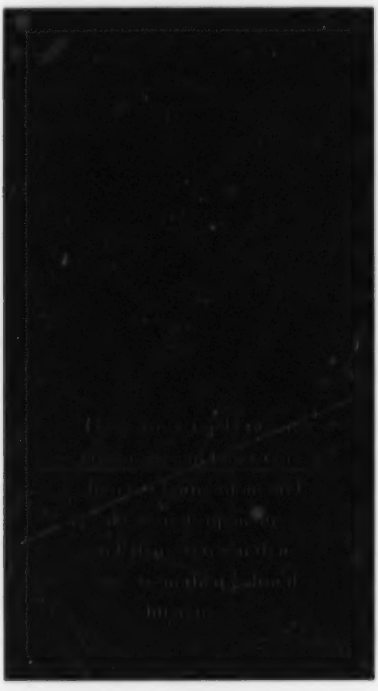
African Studies Association
American Academy of Religion
American Cancer Society
Aquinas Center of Theology
Atlanta Theological Association
Atlanta Veterans Affairs Medical Center
The Carter Center
Emory/Georgia Tech Biomedical Technology Research Center
Emory Medical Care Foundation
Emory University System of Health Care including
Emory Hospital, Crawford Long Hospital, the Emory Clinic, Egleston Children's Hospital, Grady Memorial Hospital, and thirty-five community hospitals in Georgia and other states.
Georgia Association for Pastoral Care
Georgia Humanities Council
Georgia Research Alliance
Lutheran Theological Center in Atlanta
The Marcus Center
Mission Resource Center of the United Methodist Church
National Faculty of Humanities, Arts, and Sciences
Oak Ridge Associated Universities
Ronald McDonald Childhood Cancer Clinic
Scholars Press
Society for Biblical Literature
University Center in Georgia
Urban Training Organization of Atlanta
U.S. Centers for Disease Control and Prevention
Wesley Woods Geriatric Center
Scholarly journals including
Bankruptcy Developments Journal, Emory International Law Review, Emory Law Journal, Emory Theological Studies, Ethos Journal, Institute for Vico Studies, Journal of the History of Philosophy, and the Journal of Medical Anthropology.

A Partial List of Affiliates

In the recent past we have seen the public trust in universities seriously compromised by a few highly touted cases of academic fraud and misconduct, by the perception that we have let self-serving ambition supersede our public responsibility, and by holding out promises—for example, to revital-

avoid undertaking tasks that are done as well or better by other organizations or agencies, including other types of educational institutions whose missions are perhaps less centered on the culture of reflective scholarship than research universities. They should be sure that every new alliance will enhance their

central mission of teaching and research. And they should enter such alliances only if there is enthusiasm on the part of faculty and an unambivalent institutional commitment in the light of full knowledge of the costs and sources of support.



To this list one should add that the terms of any external agreement should honor the academic code of conduct based upon intellectual detachment, openness, and freedom to speak (and publish); should assure that the opportunity for personal gain will foster neither conflict of commitment nor conflict of interest; and, reputation being reality in the public mind, should avoid associations that give the appearance of compromising the university's commitment to these principles and to its larger public trust.

With these caveats in mind, consideration of external relationships would seem to center on three clusters of questions:

1. What should be Emory's general policy vis-a-vis external alliances? Are existing alliances congruent with our mission of teaching, research, and service? Are there any significant conflicts with that mission? What are our most important opportunities for new external alliances? Are there areas of public need in which we have the expertise to make important contributions and are not already engaged? Are any so important that we should consider augmenting them with additional appointments or other resources?

2. What resources and commitments will be required to make a proposed alliance work? How can we ascertain that Emory has both the desire and the capability to enter into a relationship in ways that are consistent both with our goals and with the expectations of the other party?

3. Under what agreements and understandings will the arrangement go forward? Is there any requirement that would violate or suspend normal rules of academic conduct, or give the appearance of doing so? Are the incentives offered faculty consistent with a full commitment to these principles?

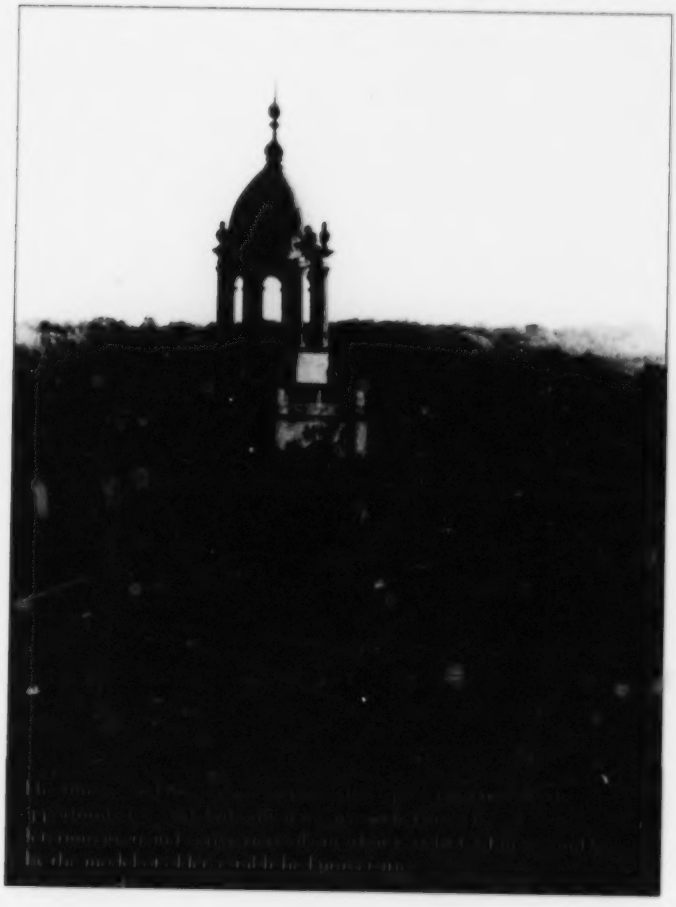
Additional questions include the following:

4. Are there areas of external involvement that should be developed more comprehensively or systematically—for example, international affairs or student volunteerism? Can such activities be tied into the curriculum so as to advance its objectives coherently?

5. What practical limits, if any, should there be to external involvements in terms of institutional priority and investment? How can Emory better organize itself to make such decisions and to support external activities? In particular, how can we better support and exploit the unique strengths and opportunities offered by The Carter Center to engage more Emory students and faculty in important local, national, and global issues?

BEST COPY AVAILABLE

6. How do we assure the quality and rigor of external programs, especially where students are involved?
7. Finally, how can we better communicate the richness of our external involvements and our commitment to participate in the solution of local, national, and global problems?



BEST COPY AVAILABLE

Looking to the future

THIS REPORT HAS SET FORTH FOR FURTHER DISCUSSION FIVE PRINCIPAL ISSUES THAT LOOM LARGE IN EMORY'S FUTURE. A NUMBER OF IMPORTANT THEMES RUN THROUGH THESE ISSUES, INCLUDING:

- commitment to a stronger, more intense intellectual community;
- a renewed sense of moral purpose and public responsibility;
- recognition of the latent strength to be found in greater collaboration within and beyond the walls of the University; and
- a desire to achieve a balance among the several aspects of faculty work that is more consonant with our personal goals, the University's civic responsibility, and economic and other social forces.

All of these objectives bear forcefully upon the quality, character, and strength of Emory and should guide our discussions. As we move from rhetoric to action, we should keep in mind two particular thoughts:

First, in raising these issues, we are not proposing to abandon the successful strategies that have brought us to where we are, nor to diminish our commitment to any dimension of scholarship or of the University. Rather, we are looking for a better balance among these dimensions that is more congruent with our vision for Emory and with the realities of the changing environment of higher education. Our course will be altered to some degree, but our destination will not. Our challenge, and our ultimate goal, remains to make Emory a university of the highest possible quality, intellectual energy, and moral conviction.

Second, most of the issues raised in this report are concerned with professional norms and values, academic culture, and the character of the institution. Administrative decisions alone cannot alter matters such as these. Lasting changes will occur only when we understand their full implications and support them out of personal conviction. Therefore, the process of self-examination and redefinition must proceed from the broadest possible base of participation and support.

In order to move Emory forward in considering these matters, further conversations are planned this year. They will follow a framework similar to the one adopted last year, with the crucial difference that our aim now is to identify practical steps leading to our objectives. Activities toward that end this year will include:

- a series of luncheon discussions hosted by the Provost's Office and by members of the Priorities Committee and the Faculty Council. These conversations will center on the five issues and related questions raised in this report. Every effort will be made to engage a large cross section of the Emory community;
- a second Emory Symposium, focusing

on some key aspects of these issues; and
• the annual deans' and directors' planning retreat.

More details will be published about these matters as plans proceed.

The times—and our unique history—have presented us with the opportunity to excel, but only if we are guided *more* by our own determination and convictions about what is right for Emory, and *less* by the model of older, established universities. This planning process is designed not only to help us identify the most important challenges and opportunities that we face, but also to find a way to meet the challenges and seize the opportunities. Just as participation by the Emory community has been essential in bringing us this far, so will it be essential in moving us toward the choices we must make and the responsibility we must embrace.

Billy E. Frye
Provost and Vice President for Academic Affairs

Comments welcomed

We welcome your comments about this report and suggestions for the future.

You may reach us at the following:

Billy E. Frye
Provost and Vice President for Academic Affairs
404 Administration Building
phone: 727-6055
fax: 727-2613
E-Mail address:
provbef@dooley.cc.emory.edu

Susan H. Frost
Director, Office of Institutional Planning and Research
114 Administration Building
phone: 727-0765
fax: 727-2761
E-Mail address:
sfrost@eagle.cc.emory.edu

Harriet M. King
Vice Provost for Academic Affairs
404 Administration Building
phone: 727-6055
fax: 727-2613
E-Mail address:
provhmk@unix.cc.emory.edu

A closing note

I wish to express my heartfelt appreciation to all of those members of the Emory community, too numerous to name, who participated in the discussions leading up to and including the preparation of this report. In particular, the members of the University Priorities Committee and the Faculty Council, as well as Susan Frost and Harriet King, have been indispensable.

Billy E. Frye

II. Contemporary challenges faced by the research university: an ontogenetic perspective

THE END OF WORLD WAR II BROUGHT A RAPID INFLUX OF STUDENTS INTO OUR COLLEGES AND UNIVERSITIES. AT THE SAME TIME, BECAUSE OF THE SUCCESS OF OUR WAR MACHINE, THE

nation's appetite was whetted for more technology and a better educated citizenry to cope with a world increasingly reliant on technology and knowledge. Driven by these developments, American colleges and universities grew enormously. Between 1949 and the present, the number of colleges and universities increased from 1,800 to more than 3,600, enrollments grew from 2.25 million to more than 14.3 million, and the aggregate size and value of the physical plant increased more than 50 fold. At the same time annual expenditures rose from about $1.7 billion to more than $146 billion, and federal sponsorship of research grew from around $100 million to more than $11 billion.

In the single decade of the '60s, American higher education grew more than in the previous three centuries. While today there is much complaint about down-sizing and budget reduction, many of these figures continue to increase significantly each year.

[illegible]

This growth, extraordinary in its own right, fueled an even more fundamental change in the structure and organization of universities. It led to an enormous proliferation of programs under the university's administrative umbrella, and a corresponding multiplication of the missions and purposes of the university. To the core function of instruction in the liberal arts was added a vast array of professional education programs, auxiliary services, and institutes for research and application of knowledge.

So, in the now famous words of Clark Kerr, in less than two decades the American university was transformed from a more or less "unified community of masters and students

with a single 'soul' or purpose," into the "multiversity, a city of infinite variety." While we continued to think of ourselves in much the same terms as before, universities had in fact become vastly different places than they were before the war.

This transformation came about largely because the growth in enrollments generated revenues that enabled colleges and universities to add more faculty, which in turn made the addition of new programs and fields much easier. It also led to an increase in the emphasis on graduate education in order to supply the growing demand for new faculty. In turn, the greater emphasis on graduate education, combined with the newfound national appreciation of the practical benefits of research and scholarship, resulted in a great surge of public and government support for research and publication. Thus was ignited an explosion of knowledge that was accompanied by the fragmentation of academe into new scholarly specialties and, of course, by a great increase in the variety and volume of scholarly publications.

Although this transformation began in the sciences, it was so powerful that it eventually spread to the social sciences and even to the humanities. And while these disciplines had a smaller utilitarian claim on federal research funds than the sciences, the effect on the spirit of the faculty became almost as great as in the sciences, and so the rush was on to make research and publication the sine qua non of academic achievement and recognition.

This telescopic characterization of the metamorphosis of academia is not to be taken as a criticism. The rise in the importance of research and scholarship and the emergence of the academic disciplines as semi-autonomous professions were accompanied by many highly desirable changes. The pace of generating and applying new knowledge quickened in an autocatalytic cycle of expansion. Methodologies with greater power and reliability emerged. The intellectual standards of scholarship became higher and more consistent. And the ability of academic disciplines to serve both their professions and the public interest increased to the point that in some cases the junction became almost seamless.

But if these developments invigorated American higher education, they also had their unfortunate effects. A number of internal tensions and conflicts were set up that to this day have not been resolved. Two of these have particular pertinence to understanding the challenges that we are facing today.

The mindset of balanced growth

In the first place, the growth of the '50s and '60s became habitual. Even in the decade of the '80s, when the rate of increase in enrollments declined, and when many institutions first began to experience difficulty balancing their budgets, expenditures for higher education in America grew by five or six points above inflation. An expansion that had begun as a response to social need became a way of life that permeated the mindset of faculty and administration alike. The growth mindset continued to govern policy

decisions long after the public began to doubt the worth of so much expansion and to question its own ability or willingness to pay the price of it. More faculty to develop new and emerging fields, larger and better laboratories and libraries, and other such things came to be viewed almost as entitlements. Growth that had been enabled by a rapid increase in revenues, fueled mainly by enrollment growth and federal funding for research, became instead a cost spiral that drove institutions to increase revenues as fast as possible by whatever means available. To a large extent the costs of research and graduate education, and the associated infrastructure, were simply passed through to undergraduates in the form of tuition increases.

Thus was planted the seed of the biggest problem now confronting American higher education—the need for cost containment. As the provost at Cornell put it in a letter to his faculty colleagues, "Each term I meet with the provosts of Stanford, Princeton, Columbia, Harvard, Yale, MIT, and Chicago. Despite enormous differences between the institutions, we all find ourselves in similar financial situations—expenses outpace revenue by 1 percent to 3 percent a year." Even today, one of the most persistent questions I hear from Emory faculty is "why is our annual budget growing by only 9 percent to 10 percent a year, when our endowment has doubled in the last five years?" This question ignores the fact that only about 15 percent of our revenue comes from endowment, and that the recent growth in our endowment is already fully invested to support commitments made in our recent, remarkable surge of development. Learning to live within actually earned income rather than prospective income after so many years of dependable growth has proven to be enormously difficult for universities.

But every sign indicates that the era of endlessly expanding budgets really is over—and has been for many institutions for more than a decade. Under these circumstances building academic budgets each year becomes more and more characterized by the search for ways to contain or cut costs, avoid redundancies, achieve greater selectivity and focus in the programs we support, and increase the productivity of the faculty (a phrase that to most of us has connotations that are about as pleasant as scratching one's fingernails across a chalk board). We may be able to preserve the old values under these new circumstances, but we surely will have to relinquish our old ideas about how we do things.

Conflicts in Commitment

In the second place, as has already been suggested, the period of growth was accompanied by significant shifts in institutional emphasis and culture. There were many such shifts, but it seems particularly significant that teaching and the undergraduate curriculum, which had been the major organizing force among college and university faculties, was displaced from center stage by the new emphasis on graduate and professional education, and research. In any case, the era of growth and professionalization led to a real, if uneasy, shift in values within the higher education community. Research and publication came to be perceived as having greater value than teaching. This was understandable, since research and publication—rather than teaching in large degree—actually became the principal bases for academic promotion, salary increases, individual recognition, institutional prestige, and other rewards.

Concurrently, the specialized academic professions, including the professionalized liberal arts departments, became increasingly dominant centers of academic life, while the organizational force of the university diminished in relative importance. In short, the faculty came to serve two masters, and a sort of conflict of commitment arose between them. Research vied with teaching, and external scholarly associations and funding agencies vied with the university for the faculty's time, loyalty, and affection. In some institutions, includ-

ing Emory, this conflict remained more latent than real, so long as growth in resources and in number of faculty enabled individual faculty members to reduce teaching loads and restrict teaching largely to their area of special interest and expertise. But the conflict was there, nonetheless, and forms the basis of much of the reform that is now brewing in American higher education.

To these shifts in the economic and social organization of higher education must be added other major transforming pressures. These include the push for greater ethnic and cultural diversity in the faculty and student body, and the growing dependence of large sectors of academe upon the federal government and industry for the wherewithal to support their programs. Together these four factors probably account for 90 percent of our current concerns.

One of the best summaries of the current instability, distinctive because it points beyond the familiar economic exigencies to the underlying values conflicts within the academic community, is an essay by Jonathan Cole in the Fall 1993 issue of *Daedalus*. He describes four dilemmas of choice faced by research universities. These include: (1) the dilemma of governance, or how to decide priorities in the face of an expanding knowledge base and diminishing resources; (2) the dilemma of balancing traditional views of university structure and process, built around notions of rationality, objective truth, and meritocracy, against the recently emergent view that all knowledge is subjective, situational, inherently political, and biased to preserve the traditional power base; (3) the familiar dilemma of striking a proper balance between teaching and research; and finally (4) the Faustian dilemma that derives from the partnership between universities and the federal government.

The Information Explosion

The cumulative import of all of these fiscal and philosophical challenges has been to create a veritable flood of planning and evaluation activities, as universities across the country struggle to adapt to their changing circumstances and accumulated grievances. Whether one comes at these contemporary challenges from the vantage point of economic exigency or educational values, change is the order of the day in American higher education.

Taken from a paper by Billy E. Frye entitled "Universities in Transition: Implications for Libraries," given at the Harvard University conference, Gateways to Knowledge: The Changing Role of Academic Libraries in Learning, Teaching, Research: Nov. 1993.

III. 1993–1994: a year of reflection

DURING THE 1993–94 ACADEMIC YEAR, SEVERAL HUNDRED MEMBERS OF THE EMORY COMMUNITY INVESTED VALUABLE RESOURCES—BOTH TIME AND CREATIVE ENERGY—IN ACTIVITIES DESIGNED TO SHAPE THE FUTURE OF THE UNIVERSITY.

Three sets of discussions defined this work, each with important consequences for Emory. They were the survey of faculty, staff, students, and alumni to gauge opinion about Emory's strengths, weaknesses, and future; parallel discussions emanating from an annual retreat among the deans, directors, and administrative officers; and the first Emory Symposium, two days of conversation about the choices and responsibilities facing American higher education and especially Emory. Here we describe the year's three processes and discuss a number of important outcomes.

[illegible]

In Fall 1993 the provost invited Emory faculty, staff, students, and alumni to become part of a conversation about Emory's strengths, weaknesses, and future direction. During the course of the year, more than 500 faculty, staff, and students met with colleagues from the University Priorities Committee (UPC) or Faculty Council of the University Senate, the Employee Council, and the Student Government Association, respectively. In addition, students met with either Provost Frye or other senior administrators, and alumni views were solicited in writing. The conversation was centered on the following questions:

- What do you perceive to be Emory's three greatest strengths or opportunities?
- What do you perceive to be the three most serious weaknesses or challenges that Emory must address?
- What are the three most important things Emory must do in the next five to ten years?

Faculty voiced their opinions during a series of lunch meetings, each involving four to six guests and one UPC or Faculty Council facilitator. The hour-and-a-half conversations with 330 members of the faculty at seventy luncheon discussions began in November 1993 and continued almost daily through January 1994. Following each discussion, the facilitator returned a summary of the conversation to the provost. Participants were selected at random, but with attention to school, department, rank, ethnicity, and gender.

Similar luncheons were held during January 1994 for 100 non-faculty employees of all divisions and all job

classifications. Members of the Employee Council served as facilitators and returned summaries of the discussions to the provost.

Students were surveyed in four meetings among the provost or his representative and members of the Student Government Association, representatives from the student associations in the schools, and participants in Leadership Emory. About ninety students were part of this process.

To gather alumni views, participants of Alumni Assembly X were invited to respond in writing to the same questions faculty, staff, and students discussed. Alumni representing classes from 1933 to 1993 responded.

In the spring the comments from faculty, staff, and alumni were summarized to reflect both the range of items and the frequency of their appearance, while retaining as much flavor of the raw data as possible. Several topics emerged frequently in all groups. These included the balance between teaching and research; the atmosphere of the campus with its impact on intellectual activity; and the constraints within which we work, including physical, fiscal, organizational, and geographic. Next, members of the UPC and the Faculty Council held two joint meetings to develop a synthesis of the information.

Using facilitation methods developed by the Institute of Cultural Affairs, the group identified eleven items for further discussion: support and value both teaching and research; foster proactive, shared governance that leads to faculty involvement; support standards for a rigorous academic environment or ethos at every level; reduce artificial barriers to cross-unit cooperation; select senior leadership with academic vision; support and value diversity; provide effective and efficient infrastructure and services; extend external outreach and service to reduce isolation; and maintain a challenging curriculum.

After further conversation and reflection, these agenda items were consolidated into five overarching themes. The data suggest that the community is committed to:

- achieving better balance between teaching and research;
- fostering shared governance;
- building academic community;
- strengthening infrastructure; and
- extending external relations.

Many survey participants expressed both pleasure in being included in a process of self-examination and a profound desire that the conversations continue. Although some skepticism about the utility of the process was expressed at the outset, there developed a strongly held view that the 1994–95 year should include similar conversations. These conversations should focus on topics emerging from the 1993–94 process, with the purpose of identifying specific changes that could bring about desired objectives.

[redacted]

In February 1994 the deans of the schools and senior officers of the University gathered for their third planning retreat since Fall 1992. During previous retreats, each dean had come to better understand the issues Emory's other schools face and the processes other deans use to address these issues. This retreat was designed to increase understanding among the deans, the senior officers, and the directors about the issues confronting major service units. The directors joined the deans and senior officers in all retreat discussions.

Setting the context for the retreat, the provost began with comments on the condition of higher education in the United States. He noted that many universities—including the most prestigious—have allowed the quest for quality to fuel a cost spiral that cannot be sustained despite the nation's continued investment in higher education. This circumstance has led to both financial and spiritual conflicts within the academy.

Emory shares in these conflicts and also faces a special dilemma. Having begun our growth cycle ten or fifteen years later than other universi-

ties, we lag behind them in growth accumulation. In many ways, we resemble the premier universities of the 1970s. We need to continue our pattern of growth, yet we must address the same problems universities in decline face. These circumstances suggest that Emory must approach the future with a strong sense of our distinct organizing principles. We cannot emulate other universities; they are failing in today's environment.

Emory must find ways to have quality without increasing size, to work smarter, and to be more cost effective. Synergy within the University will be an important means to Emory's future achievement. We must continue to enhance quality, remembering that a reduction in scope may not save dollars, because all schools provide revenue.

After a discussion of Emory's particular context, the heads of Campus Life, Facilities Management, University Finance, Human Resources, Information Technology, and Institutional Advancement discussed the strengths of their divisions, the challenges they face, and the processes they use to move forward.

As the group searched for ways to improve Emory in light of existing realities, the following points emerged:

- Our sense of community needs to be strengthened and enlarged. Owing in part to previous retreats and regular meetings on campus, the deans have become a more cohesive group. Now this reality needs to be shared and enlarged. Participants agreed that coming to understand the specific mission and goals of other University constituencies is a first step.
- Another step is to balance centralization and decentralization more appropriately. Although decentralization has its costs, on balance it is not necessarily a negative. It is a part of who we are. Perhaps creating a central pool of dollars to support University-wide initiatives would enable centralized initiatives from which all could benefit, without diluting the strengths of decentralization.
- Infrastructure and internal communication need to be enhanced. Concerns about University structure and internal communication are linked to community. Perhaps restructuring or re-engineering some components will help the University replace crisis management with more integrated planning processes. These strategies are becoming essential to control costs.
- Increased trust among community members could boost creativity. Some participants noted that at times we hold people accountable for work under conditions that threaten their success. For example, we have not met some needs for technology, technological skills training, time, space, and access to information; yet we hold people accountable for work influenced by these variables, thus diminishing trust. If we attend to unmet needs, people should be free to become more creative.

In reviewing the retreat, participants found the following implicit themes and questions:

- To what extent does the University actually take direction from its own sense of public responsibility and moral purpose, that is, its mission statement? A strong determination to set our own course based on that sense of purpose, rather than merely following the path of older established universities, would place Emory in a very powerful position.
- Worthy initiatives of profound importance to the University cannot be achieved, because Emory does not have a central fund of dollars to support such projects. How can the University develop such a fund and use it to achieve new direction and new definition?
- Mentorship across the community seems to be missing, yet it should be a sustaining presence in the community. How can a mentoring environment be fostered?
- What do we mean by intellectual excellence, and how should this guide planning? The answer has important implications, whether we are planning programs, committing dollars, guiding students, dealing with externals, or assessing risks.

At the conclusion of the retreat, the deans agreed to prepare a statement to the community concerning their commitment to cooperation (page 43).

In Fall 1993 the provost appointed two committees to plan a way for the community to come together and consider the nature of the university Emory will become. The committees' charge flowed from discussion with the deans and others about new challenges facing higher education, and from the intention to position Emory to take advantage of new pressures, rather than to simply react to them.

The committees recommended a University-wide symposium, whose format would allow a balance of external and internal views to be considered. Guests who could stimulate our thinking about both choices and structures and Emory participants who could challenge our concepts of the future were invited to take part. Three hundred faculty, staff, students, and alumni took part in the first Emory Symposium, "Choices and Responsibilities in a Changing University," held in April 1994. Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching, and Jonathan Cole, provost of Columbia University, presented keynote addresses with Emory participants serving as panel members and as facilitators for roundtable discussion groups.

Boyer opened the symposium by remarking that the fundamental challenge for higher education is how to move from fragmentation to coherence. He imagines that future universities will link their components by connections between teaching and research; across the disciplines; and among students, faculty, and staff. Viewing students as scholars in the making, Boyer recommends that we close the gap between undergraduates and the professoriate. Then we might aspire to become a community of learning—Boyer's concept of a great university in the coming century.

Cole described the changing paradigms that place the American research university in a state of transition. Noting that the consequences of diminished federal research support and the advantages and perils of the larger international stage are major concerns, Cole observed that we must

BEST COPY AVAILABLE

control growth without encroaching on the autonomy of faculties or compromising legitimate teaching and research.

Cole put forward twelve propositions that he believes will influence the substantial change universities can expect in the next decade. Among them are the following beliefs: (1) American research universities will remain the best in the world, but the gap in quality between U.S. universities and those in Europe and Asia will narrow; (2) research universities perceive themselves as agents of change and liberal institutions, when in fact they are immensely conservative organizations; (3) the governance structure of most universities is based upon a dysfunctional organizational and decision-making model that has become inadequate; (4) changing definitions of faculty roles and responsibilities have tended to undermine one of the two core missions of the research university—teaching, advising and mentoring undergraduates as well as graduate students; and (5) unless research universities begin to address seriously core American social problems, they risk losing still more of their legitimacy with the American public.

During three discussions, panelists offered their views on the speakers' remarks and related the issues to Emory. Symposium participants gathered in roundtable discussion groups to consider one of five predetermined questions. They made the following points:

• What choices must we make, and who gets to choose? In its effort to become a community of interacting parts, Emory must acknowledge that choices are embedded in decisions about ethics, values, and structure. As a new vision emerges, Emory should work to reduce, not encourage, fragmentation. As the University has grown, some faculty and some students have lost voice in decision-making processes. All parts of the community should participate in making choices about the future.

• What responsibilities do we have as faculty? as students? as staff? Each constituency of the community is responsible to the others. Every faculty member has the responsibility to teach, and none should avoid this obligation. All members of the community should treat others with respect, support equal access, work interdependently, and use resources wisely. The University should

BEST COPY AVAILABLE

foster the growth of individuals and strive for a better balance between teaching and research. If these efforts are successful, Emory will become a unique academic community.

• How do we expect liberal education and professional education to inform one another? Although liberal education precedes professional education, entering professional students often lack the skills they should have learned in liberal arts programs. Professional programs need to identify the specific skills liberal education should develop, and then incorporate critical thinking and analysis, theory-based practice, and opportunities to display writing skills into their requirements. There should be closer interaction among liberal arts and professional school faculties, and among undergraduates and professional school faculties.

• Do we share a set of values? to what end? At Emory, individual values and community values seem divided. We share general values such as commitment to teaching and learning. We differ, however, about how they should be balanced. We value freedom of expression and debate, but we differ about priorities concerning these freedoms. These values affect our ability to educate the whole person, learn as a lifelong process of self-development, serve others, and be citizens in an interdependent world.

• How do we foster an intellectual community? Emory should define intellectual community, convey the sense that we are such a community, and encourage all to participate. We should emphasize high standards of intellectual activity and provide space for the intellectual life to flourish. Intellectual communities evolve from an environment of trust, casual interaction, and encouragement to speak and listen. It is important to remove structural impediments in the community.

Closing observations

To close the symposium, Cole pointed to five constructive tensions that emerged. They are:

• imitation versus differentiation;
• community versus fragmentation;
• research versus teaching;
• locals versus cosmopolitans; and
• faculty and students versus administrative leadership.

These are not dichotomous relationships, but relationships filled with necessary tension. Rather than viewing the present as preparation for something, we should acknowledge that life here is life, process is the product, and the means are the end. Then we can realize fully the greatness of life in the university.

The provost suggested that the points raised during the symposium, the survey process, and the retreat become the foundation for next year's work, noting these issues have captured the attention of the community and thus marked the beginning of important change. Now Emory seems ready to move from discussion to designing and implementing ideas, and this work will require our imagination and energy during this year.

—*Susan H. Frost & Harriet M. King*

IV. An open letter to the Emory community from the academic deans

AFTER TWO YEARS OF INTERNAL DISCUSSIONS INITIATED BY PROVOST BILLY E. FRYE AND IN LIGHT OF THE DISCUSSIONS STIMULATED BY THE EMORY SYMPOSIUM IN APRIL, WE WISH TO SHARE WITH MEMBERS OF THE UNIVERSITY COMMUNITY OUR sense of some of the significant issues facing Emory University. We hope to facilitate broader conversations with faculty, staff, students, and alumni/ae and to further the development of this institution.

We believe the fundamental challenge facing Emory is claiming our identity as a university of distinctive quality. The time has come for faculty, staff, students, and alumni/ae to join in a process to shape this identity. We believe this will best be done by building on our existing strengths rather than by modeling ourselves after any other institution of higher education. Recognizing that American universities are undergoing dramatic transformations, we need to articulate the unique contribution to higher education that Emory is making now and can make in the future.

We have identified the following issues for further discussion:

1. The need to ensure that the intellectual and academic purposes of the University are its primary function. Emory University needs to be committed first and foremost to the life of the mind. As we plan for the future, we must ask whether our choices and strategies will strengthen the abilities of faculty and students to engage in intellectual discovery. Fundamental to this commitment is the concomitant need to ensure a community that guarantees the open and civil exchange of ideas and beliefs. Moreover, Emory should be known as an institution that expects its faculty and students to apply what we learn together to the broader world in socially and ethically responsible ways. Emory must strengthen its own sense of intellectual community and engage more effectively both the special problems and resources of our society, not least the unique opportunities presented by the Atlanta region itself.

2. The need to take full advantage of the synergistic interactions across the faculties of the different academic units. Two independent external forces have combined to make this a necessity. First, knowledge is being reorganized and reshaped across traditional disciplinary boundaries. It is imperative that we

encourage new approaches to the organization of knowledge. We see hopeful signs of such interactions both formally and informally across the University today. We support the further development of institutional structures to facilitate such collaborations. Second, higher education in the United States can no longer expand as rapidly as in the past. All across the nation, as financial resources become more limited, many institutions face stringent budget cuts. Emory cannot continue to grow at the remarkable pace of the last fifteen years, but by engaging in synergistic interactions across the University we will make better use of the resources available to us.

3. The need to foster excellence in teaching with the same determination as we pursue excellence in research. We affirm that teaching and research complement and support each other. We further affirm that effective teaching is built upon mutual respect and access between students and faculty. This cannot occur unless the commitment to students and their education is perceived to be as central to the mission of the University as research. In recent years, the academy has found it easier to evaluate and reward excellence in research, and as a result, teaching has not been given comparable recognition. We will work with our faculty and students to develop systems that reward excellence in teaching and provide the necessary technological, administrative, and library support.

4. The need to develop and implement a long-term plan for campus development. That plan should both provide the highest quality support for the scholarly work of students and faculty and ensure that Emory is a beautiful and pleasant place in which to work, study, and live. We are concerned that the rapid and necessary growth in facilities for research and teaching that is already underway or planned may leave us with a crowded and uninviting campus. Emory needs an appropriately updated long-term plan to make this campus an extraordinarily attractive and functional setting for learning.

For the past two years, we have examined the issues facing Emory from the point of view of the University as a whole rather than primarily from the point of view of our respective schools. We are convinced that a synergistic and holistic approach to common concerns offers the best way to address the challenges we face. Since the key to achieving the balance we envision lies in the campus culture more than in administrative practices, greater participation by faculty, staff, students, and alumni/ae in identifying and addressing the challenges facing Emory University is needed to build a truly distinctive university.

We welcome and encourage your response and involvement in the discussions that are essential to our future together.

Sincerely,

Dyanne D. Affonso
Dean, Nell Hodgson Woodruff School of Nursing

David F. Bright
Dean, Emory College

Ronald E. Frank
Dean, Roberto C. Goizueta Business School

Raymond S. Greenberg
Dean, School of Public Health

Jeffrey L. Houpt
Dean, School of Medicine

Howard O. Hunter
Dean, School of Law

George H. Jones
Dean, Graduate School of Arts and Sciences

R. Kevin LaGree
Dean, Candler School of Theology

Eleanor C. Main
Associate Vice President for Graduate Studies

William H. Murdy
Dean, Oxford College

BEST COPY AVAILABLE
EMORY